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AUTHOR Coker, Richard A.; And Others
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ABSTRACT

A study was conducted at Gainesville Junior College (GJC) in the spring of 1986 to gather information about students who had completed 60 hours or more at the college and to begin to develop a database to assess the impact of the junior college experience on the students. The Sophomore Questionnaire was distributed in class to 320 students, and over 85% of the students returned the questionnaire. Study findings included the following: (1) 55% of the students were female, 69% were between the ages of 19 and 21, 96% were white, 91% attended day classes, 78% attended full-time, and only 9% did not work while attending GJC; (2) over 40% of the respondents reported business-related majors; (3) 25.1% indicated that their last year of high school attendance was 1983 or before; (4) females tended to assess their experience at GJC more positively than males; (5) over 80% of the students rated the physical plant facilities as adequate or very adequate; (6) the Registrar's Office and the Student Activities Office received the highest number of inadequate ratings; (7) 113 students listed "exceptional faculty" as what they liked most about GJC; and (8) 100% of the black students surveyed (N=9) felt that GJC faculty were genuinely interested in teaching. (EJV)

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PRELIMINARY ANALYSIS
SOPHOMORE QUESTIONNAIRE
GAINESVILLE JUNIOR COLLEGE

SPRING QUARTER, 1986

Richard A. Coker
Norma R. Seerley
J. Foster Watkins
T. Doyle Webb

JC 860 561

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GAINESVILLE JUNIOR COLLEGE
THE SOPHOMORE QUESTIONNAIRE:
A STEP TOWARD OUTCOMES ASSESSMENT/INSTITUTIONAL EFFECTIVENESS

As one of a number of steps being taken to move into an Outcomes Assessment/ Institutional Effectiveness direction, a Sophomore Questionnaire was internally developed and utilized with sophomore students who had completed 60 hours or more at Gainesville Junior College. The instrument was administered in the spring of 1986 with a preliminary analysis as included in this report prepared during the subsequent summer. This analysis was shared with the faculty and staff as a part of the Fall Work Conference.

In sharing the material with the faculty/staff, emphasis was placed on the solicitation of their support in utilizing these data as a point of departure for determining what organizational responses should be undertaken at the several levels within the College in light of the data. Division heads and cost center directors were encouraged to hold discussions about the data and to bring the results of those discussions to a subsequent meeting of the Dean's Work Group.

The format of the Questionnaire was influenced by a review of a number of standardized methods which were available. The review of these instruments led to the selection of the ACT-Entering Student Survey which was subsequently administered to our entering freshman class in the fall quarter of 1986. These two steps are moves toward an effort to begin to develop a data base which over time might allow us to answer the questions relative to the impact of the junior college experience on our students.

We were especially encouraged by the student participation in the Sophomore Questionnaire. In the interest of protecting instructional time, the survey was distributed at the close of class one day and returned by the students the following day. Over 85 percent (273 of 320) of the students returned the Questionnaire. This response of itself seems to indicate the high interest in and support of Gainesville Junior College's activities by the students it attempts to serve.

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I. GENERAL INFORMATION. 1-12. Please check the response categories that best describe you or provide the information requested.

1. Sex:

N	%	
151	55	a. Female
122	45	b. Male
273		

2. Age:

N	%	
2	1	a. 18 or below
187	69	b. 19-21 years
32	12	c. 22-24 years
19	7	d. 25-27 years
12	4	e. 28-30 years
21	8	f. Above 30
273		

3. Race:

N	%	
1	0.4	a. Amer. Indian
9	3.3	b. Black
1	0.4	c. Hispanic
0	0.0	d. Asian-Oriental
258	96.0	e. White
1	0.4	f. Other.
270		Specify:_____

4. Place of residence:

N	%	
132	48	a. Hall County
50	18	b. Gwinnett County
20	7	c. Forsyth County
23	8	d. Jackson County
12	4	e. Barrow County
35	13	f. Other Georgia county. Specify:_____
0	—	g. Out-of-state
1	0.4	h. Out-of-country
273		

5. What are you majoring in?_____

6. What was the last year you were enrolled in high school?_____

7. Indicate the quarter and year you ENTERED GJC:

_____Quarter; _____Year

8-10. CHECK the category that BEST describes you MOST of the quarters you have attended GJC:

8. Class-time attended:

N	%	
246	91	a. Day classes (at GJC)
23	8	b. Night classes (at GJC)
4	2	c. GJC classes at Gwinnett Tech
273		

9. Course load:

N	%	
213	78	a. Full-time student (12+hrs/qtr)
41	15	b. Part-time student (Under 12 hrs/qtr)

19 or 7% did not respond

10. Employment while attending GJC:

N	%	
24	9	a. Haven't worked while attending GJC
63	23	b. Have worked up to 20 hrs/week
119	44	c. Have worked 20-39 hrs/week
64	23	d. Have worked 40 or more hrs/week
2	1	e. Other. Specify:_____
272		

11. Indicate the level of participation you consider you have had while at GJC in NON-CLASS activities (clubs, social events, speaker presentations, drama productions, Black History Month activities, etc.):

N	%	
19	7	a. Heavily involved
53	19	b. Often involved, but not heavily
60	22	c. Some involvement, but not regularly
68	25	d. Seldom involved -- only once in a great while
73	27	e. Essentially no involvement
273		

12. What do you plan to do when you leave GJC?

N	%	
53	19	a. To continue my education and not be employed
185	68	b. To combine continuing my education with employment
23	8	c. NOT to continue my education immediately, but to work for a while, then continue my education at a later date
6	2	d. To enter the work force or become a housewife -- I do not intend to further my education when I leave GJC
6	2	e. Other. Indicate plan:_____
273		

Question 5 -- College Major. The written-in responses to this item approximate the selection of majors data which is generated on a quarterly basis in the Guidance Center. In excess of 40 percent of the students reported business-related majors.

Question 6 -- High School Enrollment. Responses to Item 6 relative to the last year they were enrolled in high school ranged from isolated cases going back to 1911, 1932, 1947, 1950, 1956 to 1986. 25.1 percent of the respondents indicated that their last year of high school attendance was 1983 or before. The largest clusters of respondents indicated that they were last enrolled in high school in 1983 (18.3%) and in 1984 (43.9%).

Question 7 -- Enrollment at GJC. Individual enrollments were reported beginning in 1968 through almost every year until 1976. Small numbers -- less than five per year -- were reflected beginning in 1977 with the largest concentrations of enrollment reported in the fall quarter of 1982 (5.6%); 1983 (16.0%); 1984 (42.9%).

Table 1

Item Rankings Based upon the Means in Descending Order as They Reflect Positive Attitudes

Rank	Item No.	Mean	Dimension	Statement
1	25*	1.030	Personal Growth/ Development	I am dissatisfied with the extent of my intellectual development since I enrolled at GJC (4).
2	36*	1.131	Advising	My faculty advisor is not available when needed (5).
3	30*	1.246	Peer Relationships	Little mixing occurs on campus among students from different high schools (13).
4	29*	1.439	General Climate	GJC is a college where students just go to class; not much else happens here (4).
5	27	1.607	Campus	The GJC campus is attractive and well kept (3).
6	26*	1.615	General Climate	Students at GJC are more interested in having fun than in learning (13).
7	35*	1.633	Extraclass Activities	The college offers an inadequate number and variety of activities outside of class (14).
8	15	1.686	Commitment to Institution	I would recommend GJC to my family and friends who want to attend college (1).
9	20	1.716	Commitment to Institution	My decision to attend GJC was a good one (2).
10	33*	1.739	Adm/Instit. Procedures	It has been hard for students here to get their concerns known and acted upon (24).
11	18	1.827	Instruction	Overall, I am satisfied with the instruction I have received at GJC (1).
12	28	1.852	Instruction & Faculty	GJC faculty members are genuinely interested in teaching (2).

*Means have been reversed for negatively worded items.

Note: The number at the end of each statement represents the number of students who did not respond to that statement.

Table 1

Item Rankings Based upon the Means in Descending Order as They Reflect Positive Attitudes

Rank	Item No.	Mean	Dimension	Statement
13	32	1.897	General Climate	GJC has been a friendly, comfortable place to be (2).
14	17	1.989	Personal Growth/ Development	My experiences at GJC have had a positive influence on my personal growth, attitudes, and values (2).
15	23	2.022	Faculty/Staff	GJC personnel genuinely care about students (3).
16	16	2.045	Financial Assistance	GJC provides sufficient financial aid for students who need assistance (71).
17	22	2.077	Personal Growth/ Development	Overall, I am satisfied with my academic experiences at GJC (1).
18	21	2.078	Peer Relationships	Ample opportunities exist to meet and interact with other students (4).
19	13	2.104	Advising	I am satisfied with the help my faculty advisor has given me (4).
20	19	2.140	Instruction	My courses at GJC have been intellectually stimulating (1).
21	14	2.163	Peer Relationships	Students from various racial and ethnic backgrounds get along well at GJC (15).
22	37*	2.195	Adm/Instit. Procedures	Scheduling problems prevented me from taking courses I needed when I needed them (6).
23	31	2.357	Adm/Instit. Procedures	Overall, I have been satisfied with the way GJC is run administratively (7).
24	34	2.500	Faculty	Ample opportunities exist to meet and interact informally with faculty members (11).
25	24	2.609	Extraclass Activities	Cultural events and programs offered outside of classes have had a positive influence on my personal and intellectual growth (38).

*Means have been reversed for negatively worded items.

Note: The number at the end of each statement represents the number of students who did not respond to that statement.

Table 2

Item Rankings Based Upon Percentage of Positive Agreement in Descending Order

Rank	Item No.	% Positive Agreement[1]	% Neutral	% Negative Agreement[2]	Dimension	Statement	Number of No Responses
1	27	98.5	1.5	0.0	Campus	The GJC campus is attractive and well kept.	3
2	20	93.0	5.9	1.1	Commitment to Institution	My decision to attend GJC was a good one.	2
3	18	93.0	5.5	1.5	Instruction	Overall, I am satisfied with the instruction I have received at GJC.	1
4	28	92.6	7.4	0.0	Faculty and Instruction	GJC faculty members are genuinely interested in teaching.	2
5	15	92.3	6.6		Commitment to Institution	I would recommend GJC to my family and friends who want to attend college.	2
6	32	91.1	7.0	1.8	General Climate	GJC has been a friendly, comfortable place to be.	2
7	25*	81.4	11.9	6.7	Personal Growth/ Development	I am dissatisfied with the extent of my intellectual development since I enrolled at GJC.	4
8	17	80.1	16.6	3.3	Personal Growth/ Development	My experiences at GJC have had a positive influence on my personal growth, attitudes, and values.	2
9	22	79.8	16.5	3.7	Personal Growth/ Development	Overall, I am satisfied with my academic experiences at GJC.	1
10	21	79.6	15.2	5.2	Peer Relationships	Ample opportunities exist to meet and interact with other students.	4
11	23	78.1	18.5	3.3	Faculty/Staff	GJC personnel genuinely care about students.	3
12	19	76.8	18.0	5.2	Instruction	My courses at GJC have been intellectually stimulating.	1
13	14	76.4	20.2	3.5	Peer Relationships	Students from various racial and ethnic backgrounds get along well at GJC.	15
14	13	74.0	17.1	8.9	Advising	I am satisfied with the help my faculty advisor has given me.	4
15	36	73.5	19.8	6.7	Advising	My faculty advisor is not available when needed.	5
16	16	71.8	26.7	2.0	Financial Assistance	GJC provides sufficient financial aid for students who need assistance.	71
17	31	71.8	18.8	9.4	Adm/Instit. Procedures	Overall, I have been satisfied with the way GJC is run administratively.	7

[1]Agreement with positively worded items or disagreement with negatively worded items.
[2]Disagreement with positively worded items or agreement with negatively worded items.
*Percentages have been reversed for negatively worded items.

Table 2

Item Rankings Based Upon Percentage of Positive Agreement in Descending Order

Rank	Item No.	% Positive Agreement[1]	% Neutral	% Negative Agreement[2]	Dimension	Statement	Number of No Responses
18	30*	70.4	15.0	14.6	Peer Relationships	Little mixing occurs on campus among students from different high schools.	13
19	29*	61.3	21.2	17.5	General Climate	GJC is a college where students just go to class; not much else happens here.	4
20	34	61.1	22.9	16.0	Faculty	Ample opportunities exist to meet and interact informally with faculty members.	11
21	35*	54.1	24.7	21.2	Extraclass Activities	The college offers an inadequate number and variety of activities outside of class.	14
22	26*	50.3	31.5	18.1	General Climate	Students at GJC are more interested in having fun than in learning.	13
23	33*	44.5	32.5	22.9	Adm/Instit. Procedures	It has been hard for students here to get their concerns known and acted upon.	24
24	24	44.7	47.2	8.1	Personal Growth/ Development	Cultural events and programs offered outside of classes have had a positive influence on my personal and intellectual growth.	38
25	37*	36.7	18.0	45.3	Adm/Instit. Procedures	Scheduling problems prevented me from taking courses I needed when I needed them.	6

[1]Agreement with positively worded items or disagreement with negatively worded items.
[2]Disagreement with positively worded items or agreement with negatively worded items.
*Percentages have been reversed for negatively worded items.

Table 3

Categorization of Items by Dimension Ranked According to Dimension Mean Percentages of Positive Agreement

Rank	Item No.	% Positive Agreement[1]	Mean[2]	Dimension	Statement
1	27	98.5	1.607	Campus	The GJC campus is attractive and well kept (3).
2	15	92.3	1.686	Commitment to Institution	I would recommend GJC to my family and friends who want to attend college (1).
	20	93.0	1.716	Commitment to Institution	My decision to attend GJC was a good one (2).
		92.6	Dimension Mean		
3	18	93.0	1.827	Instruction	Overall, I am satisfied with the instruction I have received at GJC (1).
	19	76.8	2.140	Instruction	My courses at GJC have been intellectually stimulating (1).
	28	92.6	1.852	Instruction and Faculty	GJC faculty members are genuinely interested in teaching (2).
		87.5	Dimension Mean		
4	23	78.1	2.022	Faculty & Staff	GJC personnel genuinely care about students (3).
	28	92.6	1.852	Faculty and Instruction	GJC faculty members are genuinely interested in teaching (2).
	34	61.1	2.500	Faculty	Ample opportunities exist to meet and interact informally with faculty members (11).
		77.3	Dimension Mean		
5	14	76.4	2.163	Peer Relationships	Students from various racial and ethnic backgrounds get along well at GJC (15).
	21	79.6	2.078	Peer Relationships	Ample opportunities exist to meet and interact with other students (4).
	30	70.4	1.246	Peer Relationships	Little mixing occurs on campus among students from different high schools (13).
		75.5	Dimension Mean		
6	13	74.0	2.104	Advising	I am satisfied with the help my faculty advisor has given me (4).
	36	73.5	1.131	Advising	My faculty advisor is not available when needed (5).
		73.7	Dimension Mean		

[1]Agreement with positively worded items or disagreement with negatively worded items.
[2]Means have been reversed for negatively worded items.

Note: The number at the end of each statement represents the number of students who did not respond to that statement.

Table 3

Categorization of Items by Dimension Ranked According to Dimension Mean Percentages of Positive Agreement

Rank	Item No.	% Positive Agreement[1]	Mean[2]	Dimension	Statement
7	16	71.8	2.045	Financial Assistance	GJC provides sufficient financial aid for students who need assistance (71).
	17	80.1	1.989	Personal Growth/ Development	My experiences at GJC have had a positive influence on my personal growth, attitudes, and values (2).
	22	79.8	2.077	Personal Growth/ Development	Overall, I am satisfied with my academic experiences at GJC (1).
8					
	24	44.7	2.609	Personal Growth/ Development	Cultural events and programs offered outside of classes have had a positive influence on my personal and intellectual growth (38).
	25	81.4	1.030	Personal Growth/ Development	I am dissatisfied with the extent of my intellectual development since I enrolled at GJC (4).
		71.5 Dimension Mean			
	26	50.3	1.615	General Climate	Students at GJC are more interested in having fun than in learning (13).
	29	61.3	1.439	General Climate	GJC is a college where students just go to class; not much else happens here (4).
9					
	32	91.1	1.897	General Climate	GJC has been a friendly, comfortable place to be (2).
		67.6 Dimension Mean			
	31	71.8	2.357	Adm/Instit. Procedures	Overall, I have been satisfied with the way GJC is run administratively (7).
10	37	36.7	2.195	Adm/Instit. Procedures	Scheduling problems prevented me from taking courses I needed when I needed them (6).
	33	44.5	1.739	Adm/Instit. Procedures	It has been hard for students here to get their concerns known and acted upon (24).
		51.0 Dimension Mean			
	24	44.7	2.609	Extraclass Activities	Cultural events and programs offered outside of classes have had a positive influence on my personal and intellectual growth (38).
11	35	54.1	1.633	Extraclass Activities	The college offers an inadequate number and variety of activities outside of class (14).
		49.4 Dimension Mean			

[1]Agreement with positively worded items or disagreement with negatively worded items.
[2]Means have been reversed for negatively worded items.

Note: The number at the end of each statement represents the number of students who did not respond to that statement.

Table 4

Analysis of Attitudinal Items Based Upon Selected Personal and Situational Variables

Item No.	Item Dimension	Analysis Variables: Sex	Employment	Age	Participation	Day/Night[1]	County	Full/Part Time
13	Advising							
14	Peer Relationships	*						
15	Commitment to Institution			**				
16	Financial Assistance	**						
17	Personal Growth/Development				**			
18	Instruction	*	*	*				
19	Instruction	*		**				
20	Commitment to Institution	*	*	**				
21	Peer Relationships				**			
22	Personal Growth/Development	**	**	*				
23	Faculty/Staff	*	**	**				
24	Extraclass Activities				**	**		
25	Personal Growth/Development	**	**	**			*	
26	General Climate	**						
27	Campus							
28	Faculty and Instruction							
29	General Climate		**					
30	Peer Relationships			**				
31	Administrative/Institutional Procedures	*		**	*			
32	General Climate	*						
33	Administrative/Institutional Procedures	*	*	*				
34	Faculty		*					
35	Extraclass Activities	*	**					
36	Advising		*					
37	Administrative/Institutional Procedures							
Summation of Instances of Statistical Significance		13	10	10	4	1	1	0

* $p \leq .05$
** $p \leq .01$

[1]Including Gwinnett Tech

DISCUSSION OF THE ANALYSIS
BASED UPON PERSONAL AND SITUATIONAL VARIABLES

Sex

Females tended to be more positive than were males, having a higher group mean on all attitudinal items except on the opportunities to meet and interact with other students (21).

On 13 of the 25 items, this tendency was statistically significant.

Employment Level

Generally, the amount of work seemed to be inversely related to positive attitudes as measured by responses to the attitudinal items. On 20 of the items, students who did not work or who were employed less--short of full-time employment--tended to be more positive about their experiences at GJC. However, in 14 of those 20 cases, the fully employed group of students (40+ hours) reversed the linear progression of the means shown by the groups of students in the other three employment categories. This reversal was the apparent factor which contributed to the statistical significance on 6 of the 10 items where the differences proved to be significant.

With respect to participation in non-class activities, 17 of the 19 who viewed their involvement as heavy also worked 20 or more hours. Surprisingly, 13 of the 24 who did not work reported little or no involvement.

Age

Older students (22 and above) tended to be more positive than were the younger students (21 and below), having a higher group mean on 20 of the 25 attitudinal items. Ten of these mean differences were statistically significant. There was no difference in their perceptions of opportunities to meet and interact informally with faculty members (34). The four exceptions were that students from various racial and ethnic backgrounds get along well at GJC (14), on the opportunities to meet and interact with other students (21), impact of cultural events and programs on their personal and intellectual growth (24), and on the degree of mixing on campus among students from different high schools and locations (30).

Participation

Statistically significant results were obtained on four of the attitudinal items when level of participation was used as an analysis variable. Students who viewed themselves to be more involved in campus activities reported stronger feelings that GJC had had a positive influence on their personal growth, attitudes and values (17), that there are ample opportunities to meet and interact with other students (21), that cultural events and programs offered outside classes have had a positive influence on their personal and intellectual growth (24). Conversely, they were less satisfied with the way GJC was run administratively (31). Further trend analysis of the means on the other 21 items revealed that on nine of the items the more involved student reflected more positive attitudes. In only one instance did the less involved students reflect more positive attitudes. They reflected greater disagreement with the statement that GJC students are more interested in having fun than in learning (26). The closeness of the means or the lack of a linear relationship across the four group means limited the ability to interpret the remaining 11 items.

Day vs. Night

Night students tended to be more positive than were the day students, having a higher group mean on 22 of the 25 attitudinal items. The three exceptions were on opportunities for interaction (21), impact of cultural events and programs offered outside the classroom (24), and on opportunities to meet and interact with faculty members (34). The mean difference on cultural events (24) was statistically significant.

Place of Residence

Out-of-county students, not including Gwinnett County students, tended to be more positive than were those from GJC's home county of Hall. The group means for non-Hall students were higher in the positive direction on 18 of the 25 items with the differences statistically significant with respect to their feeling about their intellectual development (25). A direct comparison of Hall County students with Gwinnett County students revealed an inconclusive 13-12 split on the 25 attitudinal items as assessed by the group means.

Full-Time/Part-Time

When students were classified based upon their definition of study status on a full-time/part-time basis, none of the mean differences were statistically different. Subsequent review of the differences in the mean from a trend analysis perspective revealed a 13-12 split.

Ratings of Physical Plant Facilities
Ranked According to Summation of Very Adequate and Adequate Responses

38-45. Please rate the ADEQUACY of GJC's physical plant facilities listed below. Circle the category that most nearly describes your evaluation of how adequate the facilities are. If you are uncertain or don't know, circle "DK."

Summation of VA and A	Item No.	Facility	Evaluation of Adequacy--Adjusted Percentages: Very Adequate	Adequate	Somewhat Inadequate	Very Inadequate	Don't Know	Number of No Responses
96.4	40	Classrooms	14.3	82.1	3.7	--	--	0
94.5	39	Cafeteria	27.1	67.4	4.3	1.2	--	15
88.8	41	Labs (Science, Computer, etc)	15.1	73.7	11.2	--	--	22
88.3	44	Gymnasium	22.0	66.3	9.3	2.7	--	18
87.5	42	Library/LRC	36.2	51.3	10.3	2.2	--	2
86.9	45	Student Center	19.1	67.8	10.1	3.0	--	6
85.2	38	Bookstore	19.3	65.9	11.9	3.0	--	3
68.1	43	Parking	10.7	57.4	21.0	11.0	--	1

Ratings of Personnel in Selected Offices
Ranked According to Summation of Very Adequate and Adequate Responses

46-57. Please indicate how satisfied you have been while at GJC with the SERVICES provided by the PERSONNEL in the areas listed. Circle the category that best describes your LEVEL OF SATISFACTION. If you are uncertain or do not know, circle "DK."

Summation of VA and A	Item No.	Facility	Level of Satisfaction--Adjusted Percentages: Very Adequate	Adequate	Somewhat Inadequate	Very Inadequate	Don't Know	Number of No Responses
97.0	47	Cafeteria	28.5	68.5	3.5	--	--	16
96.7	50	Financial Aid Office	35.4	61.3	3.0	--	--	109
94.7	51	Guidance Center	27.0	67.7	4.8	0.4	--	25
92.3	49	Dean's Office	20.8	71.5	6.8	0.9	--	52
91.7	48	Comptroller's Office	17.8	73.9	7.5	0.8	--	20
89.2	53	Night School Office	17.9	71.3	6.4	2.6	--	195
88.1	54	President's Office	15.1	73.0	7.3	4.0	--	147
87.1	46	Bookstore	30.5	56.6	10.3	2.6	--	1
86.2	56	Security (Campus Patrol Officers)	20.9	65.3	7.6	6.2	--	48
85.5	52	Library/LRC	26.8	58.7	11.9	2.6	--	4
82.6	57	Student Activities Office (& LACOSA)	18.3	64.3	11.7	5.6	--	60
79.5	55	Registrar's Office	18.5	61.0	16.2	4.2	--	14

Categorization and Frequency Count Presentation of the Responses to Open-Ended Questions 58 and 59

58. Please indicate what you have liked MOST about GJC.

Comment	No.
Exceptional Faculty	113
Friendly Atmosphere	75
Small Classes	35
Proximity to Surrounding Counties	25
General Education	17
Clubs/Student Activities	15
Strong Intramurals	14
Well-Kept Campus Buildings	11
Affordable Tuition	10
Library Services	7
Night Classes	5
Other Comments	27
Total	354

354 individual comments were provided in response to this open-ended item. Responses with frequencies below 5 were not reported as individual items.

59. Please indicate ways you feel GJC could improve in order to better serve the needs of its students.

Comment	No.
More and Better Student Activities	29
Variety in Courses at Night	24
More Efficient Registration Process	23
More Flexible Scheduling (Activity Period Optional)	20
Varsity Sports	20
Improved Parking	13
More Library Resources	13
Better Instructors	10
More Polite LRC Staff, Lower Noise Levels in LRC	9
On-Campus Housing	8
Better Staff/Personnel	7
Four-Year Institution	6
More Science and Computer Labs	6
Better Facilities	6
More Representation by Night Students in Student Affairs	5
More Student Input	5
Other Comments	47
Total	251

251 individual comments were provided in response to this open-ended item. Responses with frequencies below 5 were not reported as individual items.

Analysis of Responses of Black Students

The group of respondents included a preponderance of whites (258/96%) and a few minorities. Nine Blacks were included with one American-Indian and one respondent of Hispanic origin. While the small number of Blacks limits the ability to generalize from the data, a limited review of their responses on the 25 attitudinal items was undertaken. A review of the frequency data on each item revealed the following breakout of positively oriented responses:

Response Pattern	Item
9 of 9	15. I would recommend GJC to my family and friends who want to attend college.
	18. Overall, I am satisfied with the instruction I have received at GJC.
	27. The GJC campus is attractive and well kept.
	28. GJC faculty members are genuinely interested in teaching.
8 of 9	16. GJC provides sufficient financial aid for students who need assistance.
	19. My courses at GJC have been intellectually stimulating.
	20. My decision to attend GJC was a good one.
	23. GJC personnel genuinely care about students.
	25. I am dissatisfied with the extent of my intellectual development since I enrolled at GJC.
	29. GJC is a college where students just go to class; not much else happens here.
	31. Overall, I have been satisfied with the way GJC is run administratively.
	32. GJC has been a friendly, comfortable place to be.
	33. It has been hard for students here to get their concerns known and acted upon.
7 of 9	17. My experiences at GJC have had a positive influence on my personal growth, attitudes and values.
	21. Ample opportunities exist to meet and interact with other students.
	34. Ample opportunities exist to meet and interact informally with faculty members.
6 of 9	13. I am satisfied with the help my faculty advisor has given me.
	14. Students from various racial and ethnic backgrounds get along well at GJC.
	24. Cultural events and programs offered outside of classes have had a positive influence on my personal and intellectual growth.
	26. Students at GJC are more interested in having fun than in learning.
	36. My faculty advisor is not available when needed.
5 of 9	22. Overall, I am satisfied with my academic experiences at GJC.
	30. Little mixing occurs on campus among students from different high schools and locations.
	35. The college offers an inadequate number and variety of activities outside of classes.
	37. Scheduling problems prevented me from taking courses I needed when I needed them.

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